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ABSTRACT

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina state social studies state curriculum, and the materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade eight contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and 11 teacher developed lessons that focus on the law in U.S. history. The legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and a culmination activity are outlined for each of the 11 lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

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Lessons In Law For Middle Grades

GRADE EIGHT

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Division of Social Studies • North Carolina Department of Public Instruction

FOREWORD

Teaching about the law is an important part of the social studies curriculum. There is evidence that this strand of the curriculum is very beneficial in terms of preparation for citizenship for all students and in the reduction of delinquent acts among juveniles.

The materials introduced and developed by the Lessons in the Law for Middle Schools project are designed for grades 4-8 to enliven, enhance and reinforce the objectives of social studies curriculum.

We are grateful to the Governor's Crime Commission for providing the resources for this project and to the teachers who contributed to the development of these materials. We are confident that the positive impact of this project will be felt by thousands of students over the next few years.

A. Craig Phillips
State Superintendent of Public Instruction

LESSONS IN LAW FOR MIDDLE GRADES

GRADE EIGHT

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PROJECT OVERVIEW

The Lessons in the Law for Middle Schools project is a part of a much larger effort to make the study of law and legal concepts an integral part of the North Carolina social studies curriculum. The project is funded for two years by The Governor's Crime Commission. The first year of the grant has been devoted to working with a select group of teachers in grades 4 through 8 to produce practical, easy-to-use lessons for teaching about the law. These lessons will be made available to other teachers who teach at the same level. Teachers selected for the initial year of the project received two days of inservice education related to the concepts of authority, justice, and responsibility in eight workshops held throughout the state. During the workshops, each teacher was asked to produce a lesson related to one of the concepts. The lessons were designed to be completed with a typical in class in 1-3 days. Preparation of the lessons was started during the workshops and completed by the teachers on their own immediately following the workshop. The lessons were first fieldtested by the writer and later critiqued and in some cases fieldtested by other workshop participants. Some of the evaluations of the lessons were done in a one day follow-up workshop. Each lesson was revised on the basis of the field-test and critiques. Several of the lessons are included in the activity booklets produced by the project. Not all of the lessons produced by the participants have been included. Some lessons, though quite useful, contained copyrighted material that could not be reproduced. Others required the use of commercially produced materials. If additional resources become available in the future, more of the lessons produced by participants in the project will be printed and distributed.

Each of the lessons included in the booklets are correlated to the North Carolina social studies curriculum for grade 4, 5, 6, 7 or 8. These lessons will be used in a series of one-day workshops during the second year of the project to introduce teachers to practical strategies for teaching about authority, justice, and responsibility. These workshops will be designed to provide teachers with a better understanding of these legal concepts and to acquaint teachers with the lessons produced during the first year of the project.

The lesson development activities and the workshops associated with the project were facilitated by the regional coordinators for social studies of the Division of Social Studies, Department of Public Instruction. If you are interested in learning more about the law-related education strand of the social studies curriculum or if you are interested in workshops for teaching about the law, you may contact the social studies coordinator by calling the regional education center for your area of the state.

ACKNOWLEDGEMENTS

The following eighth grade teachers participated in the project:

REGION 2

Laurie Spring
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This publication and the activities of the Lessons in the Law for Middle Schools project was made possible because of the support of a grant through the Governor's Crime Commission. This funding supported the development of these materials as well as the printing of this publication. The views reflected in this publication do not necessarily represent those of the Governor's Crime Commission or the Federal granting agency.

Some of the lesson formats used in the illustrative activities are based on formats used by the Center for Civic Education in the Law in a Free Society Curriculum.

INTRODUCTION

Included in the North Carolina Standard Course of Study for Social Studies are specific goals which define what students should learn about the law. There are goals for each grade, grades four through eight, which focus on the concepts of authority, justice, and responsibility. The general goals below are the focus of the activities found in these materials. Specific goals and objectives are listed for each teacher-developed activity.

The learner will:

- understand the concept of authority as it relates to citizenship in a democratic environment.
- be able to analyze cases involving the concept of responsibility and choose responsible courses of action when presented with situations requiring action.
- understand the procedural, distributive and corrective aspects of the concept of justice.
- participate effectively in groups.
- identify and define problems and suggest ways to solve them.
- demonstrate growth in self management.

The information and ideas found in these materials are not intended to supplant the existing social studies curriculum. Rather, they are intended to enhance the curriculum and supplement available textbooks, locally prepared teacher guides, and other supplementary materials.

On pages 2 through 36, you will find illustrative activities for teaching middle-grades students about authority, justice, and responsibility. These are followed by lessons developed by classroom teachers.

AUTHORITY

Authority is a basic legal concept that students should learn about during the middle grades. This concept will be better understood by students if they have opportunities to analyze rules, laws, policies, and the responsibilities of those in positions of authority and leadership. The following activities are examples of how students can be directed to focus on authority.

ANALYSIS OF CRIMINAL STATUTES

In order to have students better understand such concepts as "property crimes," "crimes against the person," "aiding and abetting," and "accessory to a crime," have students analyze the simplified versions of North Carolina statutes included in this package. Other statutes may be substituted if you so desire. The six analysis questions, labeled as Handout 1, may be used as a tool for examining a variety of statutes, rules, and policies.

The recommended procedure is to:

- provide students with the analysis questions in Handout 1.
- review the questions so students will understand the intent and purpose of each. What appears very obvious to adults may require some explanation for students.
- provide students with a copy of one of the statutes in Handout 2. Have them read the statute and carefully answer <u>each</u> question for the statute under consideration. First have students answer the questions individually. Then place them in groups of four to six students to discuss their answers. When assigning students, use a method that assures that each small group is representative of the overall class. After being placed in groups, students should attempt to reach a consensus on the answer to each question. It may be necessary to discuss the meaning of consensus and rules for reaching consensus with your students. If you do not have enough time to complete both steps of the assignment in class, you may have the students answer the questions individually as a homework assignment and complete the small group assignment in class. Following the small group assignment, lead a class discussion using the student responses to the analysis questions as a starter. Draw upon student experiences as a part of the discussion and use analogous examples when appropriate.

This activity may be repeated using a variety of rules and/or laws as the focus. The use of outside resource people can enhance the effectiveness of this activity. If the focus is upon a particular type of law or rule, you may want to have an expert available to discuss the student responses to the questions in the rule evaluation activity. For example, someone from the District Attorney's office will greatly enhance a discussion of criminal statutes. The principal of your school is an expert in school law.

ANALYZING RESPONSIBILITIES OF INDIVIDUALS IN POSITIONS OF AUTHORITY

Analyzing the responsibilities and desirable characteristics of individuals in positions of authority and leadership will help students understand the need for having individuals in positions of authority in families, in the workplace, and in government. A wide range of individuals may be considered in this type of activity. Authorities relevant to the lives of students or to topics that are included in the curriculum may be the focus of these discussions. Individuals studied should include government officials, political candidates, and officeholders plus individuals from a variety of professions. Such activities will foster the development of skills needed to become intelligent voters and decision-makers.

The recommended procedure is to:

- select a position of leadership for students to consider.
- have students either brainstorm or do research on the powers, duties, limitations, and privileges of a person in that position of authority or leadership. These should be listed on the chalkboard, an overhead projector, or chart paper so the class can see them.
- discuss the lists with the class. The discussion will lead to a better understanding of the position under consideration.
- have students list personal characteristics that are desirable in a person holding such a position.
- consider real or contrived candidates for the job. Do not allow your students to consider someone for the position until they have completed the first two steps in the activity.

Handouts 3, 4, and 5 contain information on candidates for three positions: a babysitting job, a school bus driver and a district court judge. After discussing powers, duties, limitations, and privileges of an individual in the position under consideration, provide each student with a description of the candidates for the position. Have them individually select the person they feel is best suited for the position. After they have made their individual selections, place them in small groups to discuss and defend their selections. After a few minutes in small groups, conduct a discussion involving the entire class, and consider such questions as: What influenced your choice? Did some personal experience influence your choice? Did you have enough information to make a choice? What else would you like to know about the candidates?

Discussions of responsibilities and desired characteristics of individuals in positions of authority and leadership may be extended by focusing on authorities familiar to most middle-grades students. A few are listed below:

President of the United States
School Board Member
Law Enforcement Officer
State Legislator
Supreme Court Justice
Military Officer
City Council Member
Airline Pilot
County Commissioner
United States Senator
National Leaders from any country studied

As discussions are held regarding individuals in positions of authority, you may want to have someone who holds such a position available to discuss the position with students. If you are discussing the role of judges, have a judge discuss his/her duties.

JUSTICE

Justice is a second concept that should be emphasized with middle-grades students. They can improve their understanding of justice by analyzing and discussing situations that raise questions such as: How can wrongs or injuries be fairly corrected? How can burdens and benefits be fairly distributed? Were the procedures used to gather information and to make decisions fair? Several of the illustrative strategies are examples of ways to involve students in a discussion of justice issues.

Students can gain insight into how society attempts to deal with a wide range of problems by analyzing the cases in Handouts 7, 9 and 11. Similar situations from various cultures will help students better understand those cultures. The suggested procedure for looking at the criminal cases is similar to the procedure that is suggested for examination of laws, rules, and policies. Students are confronted with situations and guided to think about the nature of the problem, the severity of the problem, and mitigating and aggravating circumstances.

The recommended procedure is to:

- provide students with copies of the questions in either Handout 6, 8, or 10. The type of case used will determine which set of questions are appropriate. You may need to modify and/or explain the questions to assure that students understand them.

- provide each student with one of the cases found in Handout 7, 9, or 11 or other cases you identify.

- allow sufficient time for students to think about and answer each question for the situation they have been assigned. Point out that not all questions apply to each case. If it is determined that a question does not apply, students should make a note of it and move to the next question. Students should be instructed to answer each question to the best of their ability. It should be pointed out that there are no "correct answers" in the usual sense. However, some answers will be better than others.

- allow students to first answer the questions individually. After students answer the questions, have them discuss their answers with other students in small groups. The group task should be to reach a consensus or at a minimum discuss the merits of each proposed answer. The strategy for grouping should be similar to the one used in the activities related to justice.

After the small group discussions, conduct a class discussion drawing upon individual and group responses to each question. During the discussion let the students support their positions using arguments based on experience, knowledge of the law, perception of right and wrong, and what they feel will be fair to all parties.

In addition to or in the place of the situations provided, teacher may choose to create more appropriate ones for their classes. They may choose examples from current events or the daily lives of students that are related to fair ways to correct wrongs or injuries or fairness in the acquisition and use of information in governmental decisions. Some examples, relevant to the middle grades social studies curriculum, involving the fair distribution of burdens and benefits are:

- Who decides which students go on a class field trip and how is this decision made?
- What type of foreign aid--humanitarian, military, economic, should the United States and other nations provide developing countries?
- How are decisions about the allocation of jobs for the unemployed and better paying jobs for the under employed made?
- How are the tax burdens associated with various types of economic activity fairly distributed?
- How are welfare benefits for various groups such as the elderly, poor and children determined?
- How can lawmakers fairly decide which community will be affected by a new highway, waste dump, or airport?
- How can regions and groups to benefit from various government programs be fairly identified?
- How can regions and groups to benefit from new ideas and inventions be fairly identified?

Lawyers, judges, court counselors, and other government officials can be valuable resources when discussing situations related to justice.

RESPONSIBILITY

Responsibility is a third fundamental legal concept that should be taught to middle-grades students. It is closely related to both authority and justice. One of the dilemmas in handouts 12, 13, and 14 or one that the teacher creates can be used to get students involved in discussions of issues related to responsibility. There are two types of issues for discussion. Students should be encouraged to think about situations which require them to make choices about the right course of action. Students should also consider situations which involve making decisions about when one should be held responsible. Handouts 12, 13 and 14 provide examples of both types of issues. There are questions for each situation to guide student discussion of the issue(s) involved. The questions that students consider when discussing such problems require perspective-taking. In terms of social and intellectual development this skill should be a high priority. With experience in viewing problems from many points of view, students will be better prepared to act responsibility.

For maximum impact follow the procedures outlined below:

- Have students read or listen to the situation.

- Following the presentation of the situation, ask a few comprehension questions to determine students' understanding of the facts. Ask questions that clarify the identity of the main characters. Also ask questions that probe students' understanding of the sequence of events. Be sure that students know the significance of each character or event.

- After the facts have been established, ask students to take a position on what the central character should do and think of reasons to support their decision. It may be helpful to require students to write down their positions and reasons so that they will remain committed to them in the initial stages of the discussion.

- After students are committed to a position, poll the class to determine the extent of disagreement among class members. If the class is clearly divided over the desired course of action or who should be held responsible, place students in small groups of three to five students who are on various sides of the question. The small group task is to try to reach a consensus on the best solution to the problem and agree on the best reasons for the recommended solution.

- Following the small group discussions, hold a class discussion of the problem. During both the small group and class analysis of the problem, use the questions which follow the situation to focus and enliven the discussion. The questions are intended to raise the most obvious issues and to encourage perspective-taking.

- If the class is clearly in agreement on the best solution to the problem, an alternative method of directing the discussion may be used. Before placing students in small groups, have them brainstorm a list of reasons for advocating the solution they agree upon. Place the list on the chalkboard, an overhead projector, or a chart. The small group and class discussions now focus on the reasons; with the task of deciding which reasons are the most compelling ones for a particular action as the primary focus.

QUESTIONS FOR EVALUATING LAWS, RULES, AND POLICIES

1. What law did the legislature make?

2. Why did the legislature think the law was needed?

3. What can be done to solve the problem other than make a law?

4. What could be the benefits of this law?

5. What could be the harmful effects of this law?

6. Is there anything wrong with this law?

7. Do you think this law should remain the same, be changed, or be repealed? Why?

SIMPLIFIED LAWS

Aiding and abetting

A person is considered to be aiding and abetting in criminal activity if present when the crime is committed and advises, encourages, or otherwise helps the person who committed the crime. (Punishment is the same as for the person committing the crime.)

Accessory

A person is considered an accessory to a crime if he or she is not present when the crime is committed but has knowledge of the crime before or after it is committed and offers advice, encouragement, or assists the person who committed the crime. (Punishment is the same as for the person committing the crime.)

Extortion

A person who threatens someone directly or indirectly for the purpose of gaining anything of value is guilty of extortion if convicted. (Punishment is imprisonment of not more than ten years and/or fine.)

Felonious Breaking or Entering

A person entering or breaking into a house for the purpose of stealing property, damaging property, or injuring someone is guilty of felonious breaking and entering, if convicted. (Punishment is imprisonment of not more than ten years or a fine.)

Breaking or Entering Vehicle

A person who enters a motor vehicle, boxcar, boat, trailer, or aircraft with the intention of committing a larceny or felony is guilty of breaking or entering a vehicle, if convicted. (Punishment is imprisonment of not more than five years.)

Breaking into Coin- or Currency-Operated Machine

A person who breaks into or otherwise opens a coin- or currency-operated machine without the consent of the owner is guilty of breaking into coin- or currency-operated machine, if convicted. (Punishment is imprisonment of not more than five years.)

Injury to Real Property

A person who intentionally damages, injures, or destroys the property of another is guilty of injury to real property, if convicted. (Punishment is imprisonment for not more than two years and/or fine.)

Defacing a Public Building

A person who writes on, marks, defaces or injures the walls of a public building, facility, statue or monument in a public place is guilty of defacing a public building, if convicted. (Punishment is imprisonment for not more than six months and/or fine of not more than $500.)

NOTE: These laws are very generalized and simplified. The adult penalty is included to demonstrate that society disapproves of these actions regardless of the age of the offender.

CANDIDATES FOR BABYSITTER

CANDIDATE 1

NAME: Sarah Jane Nelson

AGE: 16

SEX: Female

EDUCATION: junior high school

INTERESTS:
Swimming, horseback riding, fishing and reading

PREVIOUS EXPERIENCE: None

REFERENCES:
Three favorable references including her eighth-grade homeroom teacher, her mother and her next door neighbor

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CANDIDATE 2

NAME: Judy Ann Brown

AGE: 17

SEX: Female

EDUCATION: Two years high school

INTERESTS: Dancing, singing in the choir, drama and tennis

PREVIOUS EXPERIENCE:
YMCA camp counselor, three years babysitting, office assistant, pool and snack bar and school day care center

REFERENCES: Three favorable references from previous employers

CANDIDATE 3

NAME: Ken Madison

AGE: 16

SEX: Male

EDUCATION: One year high school

INTERESTS: Football, golf, model airplanes, video games and dating

PREVIOUS EXPERIENCE: Worked in summer Boy Scout camp, lifeguard at local swimming pool, four years babysitting experience

REFERENCES:
Three favorable references including previous employers

CANDIDATES FOR SCHOOL BUS DRIVER

CANDIDATE 1

NAME: Eric White

AGE: 17

SEX: Male

EDUCATION: Two years high school

INTERESTS:
Academics (honor roll student), debate team

PREVIOUS EXPERIENCE:
Has driven heavy farm machinery, including trucks for several years

REASON FOR SEEKING JOB:
Needs to save money for college

CANDIDATE 2

NAME: Ann Jones

AGE: 37

SEX: Female

EDUCATION: Two years college

INTERESTS:
Girl Scout leader, taking trips with her two daughters and husband

PREVIOUS EXPERIENCE:
Has driven church bus and van and has transported numerous children in car pools for several years

REASON FOR SEEKING JOB:
Needs extra spending money

CANDIDATE 3

NAME: Ed Green

AGE: 16

SEX: Male

EDUCATION: Two years high school

INTERESTS:
Member of football and track teams

PREVIOUS EXPERIENCE:
None other than good record with personal car.

REASON FOR SEEKING JOB:
Needs gas money for his new sports car.

CANDIDATES FOR DISTRICT COURT JUDGE

CANDIDATE 1

NAME: Sue Johnson

AGE: 42

SEX: Female

MARITAL STATUS: Divorced, two children ages 12 and 16

EDUCATION:
Law Degree from
Duke University

INTERESTS:
Volunteers in local schools and is active in Mothers Against Drunk Driving.

PREVIOUS EXPERIENCE:
Private law practice five years, juvenile police officer three years before attending law school

STATEMENT OF PHILOSOPHY:
Believes that society should be protected from criminals by being tough on criminals, particularly those who commit crimes against children and the elderly

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CANDIDATE 2

NAME: John Allen Reid

AGE: 32

SEX: Male

MARITAL STATUS: Single

EDUCATION:
Law Degree from North Carolina Central University

INTERESTS:
Big Brother program, Jaycees, plays tennis, volunteer firefighter

PREVIOUS EXPERIENCE:
Public defender two years, assistant district attorney three years, and private law practice five years

STATEMENT OF PHILOSOPHY:
Believes that society should find ways to rehabilitate criminals, believes that poor defendants should get better legal counsel

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CANDIDATE 3

NAME: Richard Lee Jamison

AGE: 44

SEX: Male

MARITAL STATUS: Single

EDUCATION:
Law Degree from Georgetown University

INTERESTS: Horses, golf, and church work

PREVIOUS EXPERIENCE:
District court judge four years, district attorney four years, and private law practice ten years.

STATEMENT OF PHILOSOPHY:
Believes that the criminal justice system works extremely well, believes very little can be done to improve it.

CORRECTIVE JUSTICE

1. Identify the crime/problem.

2. How serious was the crime/problem?

3. How many people were involved, how much property, how much land, how many plants, animals, or other things of value were affected?

4. Over how long a period of time did the crime/problem take place?

5. How great an effect did the crime/problem have?

6. How offensive was the crime in terms of right or wrong and human dignity?

7. Was the crime the result of an intentional act?

8. Was the crime the result of recklessness?

9. Was the crime the result of carelessness or thoughtlessness?

10. Did the person know that he or she was committing a crime?

11. What was the person trying to accomplish?

12. Had the person done something like this before?

13. How did the person feel about what he/she had done?

14. Did the person act alone, as a leader, or as an accomplice?

15. Did the victim contribute to the crime/problem?

16. Should the person be punished, forgiven, or required to pay restitution? Explain how this should be done.

CORRECTIVE JUSTICE CASES

A CASE OF GREED

Jenny knew that one of her teachers, Ms. Jones, enjoyed popular music and had a large collection of stereo tapes in her car. She knew about this because Ms. Jones had given her a ride home one day after school when it was raining. She had learned from some older boys in the neighborhood that a second-hand store in town would buy used tapes, tape players, radios, and stereos. The boys said that the owner had bought stolen items from them on several occasions. Jenny started to think. Rarely did she have enough money to do all of the things she wanted to do. If she could steal a few things to sell, she could have more spending money. One afternoon after school as she walked through the school parking lot, she spotted Ms. Jones's car. It was unlocked. There were about fifty tapes and a small cassette recorder in the car. Temptation got the best of her. She took the tapes and the recorder. She put them in her gym bag and walked away. She asked her older brother to take them to the second-hand store and sell them. Her brother sold them and gave her $25. She was very careful not to spend the money all at once. She was afraid that her parents or someone else would notice and question her about where she got the money. Ms. Jones had reported the theft to the police, but no progress had been made in solving the crime.

Several weeks passed and the money ran out. Jenny was sure that no one suspected her. As she rode her bike in the park one afternoon, she saw a young couple beside a stream. Up the hill from where they stood was a park bench and picnic table. On the table was a large "jam box". The table was out of the view of the couple. She was sure the "box" belonged to the people beside the stream. Temptation struck again! She rode past the table and grabbed the "box". She rushed home. Her brother was the only person there. He agreed to sell the "box". This time she got $40. Her luck ran out. The police had been observing the second-hand store. They questioned Jenny's brother and learned of Jenny's involvement. Then they questioned her.

AT THE WRONG PLACE AT THE WRONG TIME

Jerry and some of his friends were playing on the playground at the elementary school in their neighborhood. They were playing basketball on an outdoor court. The building was locked. Some of the boys needed to go to the restroom. They found an open window and entered the building to use the restroom. As they were preparing to leave, they heard footsteps. It was a security guard. They ran down the hall as fast as they could. In their haste, several of the boys crashed into a large glass display case in the hall. To their dismay it shattered. Fortunately, nobody was hurt. The security guard shouted for them to stop. They were absolutely petrified. The security guard called the school principal. She told the boys that they had unlawfully entered the building and had vandalized school property by breaking the display case. The boys' parents were called.

UNAUTHORIZED SALES

Tom brought bubble gum to school in order to sell it on the bus and in the school building. He doubled the price and sold the gum to students. Some students spent their lunch money on Tom's gum. His sales activity was against school policy. When Tom's business activities were discovered by the assistant principal, he was summoned to the office.

A CASE OF LIABILITY

Mike's teacher sent a note to his parents to inform them that he had not turned in a science booklet which was to be recorded as a test grade. Mike did not show the note to his parents. Instead he signed his mother's name and returned the note to the teacher. When the teacher recognized the signature as a forgery, she told him to come by after school.

IS IT ASSAULT?

Joanna happily boarded the school bus at the end of the day. It was the last day of the school year. In her excitement about school ending, Joanna slung her bookbag across the seat, hitting Lucy in the forehead. The blow caused a cut that required six stitches.

TOO MUCH TARGET PRACTICE

David and Brian lived in a rural area. After school and on weekends they enjoyed playing in the woods and fields near their home. Both boys had air rifles. When they had enough money to buy pellets, they enjoyed shooting at stationary targets with their rifles. Sometimes they shot at paper targets, cardboard boxes, and metal cans. They tried their skill in all sorts of positions - kneeling, standing, and lying down. They talked about how much fun it would be to enter competitions when they were older. Perhaps, someday they would be good enough to compete against men and women from other countries. Both boys were very good marksmen. Their parents knew of their interest in shooting and had instructed them in gun safety. Sometimes they were allowed to target practice with shotguns and rifles under their parent's supervision. What both wanted was a chance to shoot at moving targets. They had tried this once and realized it was far more difficult than hitting a stationary target.

After target practice in the woods one day, the boys were riding their bikes home. It was nearly dark. They were kidding each other about who was the better shot. Brian told David that if he was as good a shot as he said, he could hit Mr. Brown's horse as it ran beside the fence. The horse would sometimes trot beside the fence as the boys rode past. David stopped, took aim and hit the horse squarely in the side. The horse neighed and ran quickly away. The boys laughed and kept going. A little farther along Brian said, "I'm going to really show you something. See that cat walking on Mrs. Barnes' fence? I'm going to really sting it." He stopped, took aim, and fired. He missed. He fired a second time. This time he hit the cat. The boys laughed and continued on their way home. That evening they learned that the first pellet had struck Mrs. Barnes' storm door and cracked the glass. The second shot hit the cat and blinded him in one eye. Mrs. Barnes found a BB pellet on her porch. The veterinarian removed the second pellet from the cat's eye. The veterinarian's bill was $95. The boys' parents were called. When confronted with what had happened, the boys admitted what they had done. They said they knew better and were terribly sorry.

IS IT WORTH IT?

Becky lived near a shopping mall. She often went to the mall to hang around and talk with her friends when she had nothing better to do. Once in a while she would do some shopping for her mother. One day when she was in the mall and none of her friends were around, she got bored. She went into one of the large department stores. First, she looked at the cosmetics and then at the clothes. Later she went back to the cosmetics area. There she saw a cosmetic kit that she really wanted, but did not have enough money to buy. The salesclerk in the cosmetics department was helping a customer. It was a slow day. There were no other shoppers nearby. Becky slipped the kit into her handbag and walked out of the store into the mall area. Just as she left the store, Becky was stopped by a security guard. The guard took her to the store office. He examined the contents of her bag. He told her that she had been observed through the store's video security system slipping the cosmetics into her bag. Becky offered to return the merchandise. She asked if she could call her parents and get money to pay for them. The store manager said no and called the police. The police came and called her parents at work. They were upset at what had happened.

A CASE OF EXTORTION

Billy, a big boy for his age, told Greg to bring him a specific baseball trading card or he would beat him up. The next day when Billy learned that Greg had ignored his request, he twisted Greg's arm and tied him to a door in the boys' restroom. Greg was late to class because of his ordeal. When he explained what happened, Billy was sent to the principal.

DISTRIBUTIVE JUSTICE

1. What benefit or burden is to be distributed?

2. What person(s) or group(s) are being considered as recipients?

3. Which person or group has the greatest need?

4. Which person or group can best use, apply, or handle what is being distributed?

5. What has the person or group done to receive this burden?

6. Does the person or group qualify for this burden or benefit?

7. Which person or group deserves what is being distributed?

DISTRIBUTIVE JUSTICE CASES

EXTRA HOMEWORK

Sue, Tom, and Jane are advanced students in Mrs. Martin's fourth-grade class. Each week they are out of the classroom for three hours attending special classes. Sue, Tom, and Jane have to make up their classroom assignments each time they go to a special class. The makeup work is usually assigned as additional homework. Mrs. Martin has a problem. She is not sure if she should give additional homework assignments to students who do not go to special classes. She wonders if it will be fair to give extra homework to three students without giving extra homework to the rest of the class. After all, the students have spent the same amount of time in classes. If extra homework is to be given only to those students in special classes, should she give more homework to those who leave the classroom for remedial work? What will be the fairest thing for Mrs. Martin to do?

EXTRA CLASS WORK

At Stony Creek School the music teacher offered extra classes in recorder to those students who wished to participate. Most of the students in Mrs. Gardner's class chose to attend. A small number were left in the classroom. They were assigned extra math work to do. These students and their parents did not think the additional math practice was fair. Is the additional math work fair?

WHO SHOULD BE REWARDED

The West Street PTA offered an ice cream party to the class with the highest sales in the annual magazine sale. Two classes tied for first place. The budget has enough money to provide a party for only one class. An analysis of sales charts shows that in one class all students sold magazines. The sales in the other class were the result of the work of one student. His sales account for 90 percent of the class total. Should the principal try to find a way to reward both classes or should he reward the class in which all students contributed and invite the high salesperson from the other class? Which solution will is fairer?

WHO IS BEST QUALIFIED?

Each homeroom at Mills Creek Elementary School chooses a reporter for the school newspaper. To be eligible, a student must have good handwriting and grammar skills. There are two students in Ms. Ruppard's homeroom who badly want this position. Jerry is a good student in every sense of the word. His grades are excellent. He has never had any behavior problems at school. His interests are pretty much academic. Jill also wants the job. She is quite different from Jerry. Her grades overall are not good. However, she is a good writer. She is well rounded, enjoys sports, and is well liked by other students. She seems to know everything that goes on in the school and community. She has a hard time following rules. She has been to the principal's office twice for problems on the school bus and in class. Which student deserves the privilege of representing Ms. Ruppard's class as a reporter?

WHO SHOULD PAY?

Sally borrowed a library book from Mary. Sally left the book on the porch while she played with her dog. Her mother called her for dinner. Sally forgot about the book. During the night Sally's dog chewed the book. It was so badly damaged that it had to be replaced. The book was checked out on Mary's library card. Should Sally bear the total expense or should Mary share in the cost, since the book is officially checked out to her? Do the parents of either girl have any responsibility for helping to pay for the damage?

PROCEDURAL JUSTICE

1. Do you need to know anything else about this case?
2. Is this information secret or public?
3. Was the information presented effectively?
4. Were both sides fairly represented?
5. Was the information reliable?
6. Was public notice of the hearing or meeting given in advance?
7. Were everyone's rights protected?
8. Were the decisions in this case fair?

PROCEDURAL JUSTICE CASES

THE MISSING MONEY

Donald, a fourth grader at Oakview Elementary School, was excited about selling candy for the school's annual fund raiser. The class was pleased that Donald took fifty candy bars to sell. Donald did sell all the candy. However, he spent the money on himself. This matter was called to the attention of the principal. The principal notified Donald's parents of the problem and asked them to come for a conference. During the conference, Donald's teacher explained what had happened and indicated that several class members had observed Donald playing video games and attending movies more than usual. Donald explained that he lost the money. He indicated the money spent for video games and movies came from money he had saved. The principal said that since the money was missing, Donald and his parents would have to replace it. He also stated that Donald would be punished by being placed in detention for five days. Donald's parents agreed to allow Donald to either earn the money or take it from his savings. Was Donald treated fairly?

THE BOOK THIEF

Patrick loved to read books. His parents bought him many books and took him to the public library frequently. However, Patrick had another way of getting books. He was stealing them from his school library. He had stolen twenty or more books before the librarian discovered the theft. The librarian, his teacher, and the principal were very upset about the incident. Patrick was a good student in the academic sense. He made good grades and did well in all of his subjects. However, almost every week he was in some type of trouble. He had been punished often by his teachers and the principal. This time the principal felt that more drastic measures had to be taken. He called in the juvenile officer from the local police department. The officer came and talked to Patrick and his parents and he filed a complaint with the juvenile court counselor. The counselor talked to the principal, the librarian, Patrick's teacher, his parents, and Patrick. After ten days the counselor decided that Patrick did not need to go to court. He encouraged Patrick and his parents to pay for the books. He also required Patrick to attend a special class on Saturday morning for pre-delinquent youth. Was Patrick treated fairly?

THE COUNTERFEITER

At Riverdale Elementary School the students pay for their ice cream in the lunch line and receive a red ticket which they redeem at the ice cream box. George, who is in Mrs. Smith's class, devised a scheme for getting free ice cream. He found paper which was the same color as the ice cream tickets in the the trash can. He cut the paper the proper size, made some tickets for himself, and gave the remaining tickets to his friends. George and his friends used them to buy ice cream. It was not long before the fraud was discovered. The principal immediately summoned George to the office. He questioned him and suspended him from school for three days. He sent a letter to George's parents telling them about the incident and punishment. His letter also requested a conference with George and his parents. The principal also called in the other students who had used counterfeit tickets, assigned them to detention for one week, and wrote letters to each of their parents. Were George and the other offenders treated fairly?

DOES KNOWLEDGE BRING RESPONSIBILITY?

Scott and his friends were making plans for Halloween. They were thinking of things to do that would really attract attention. They decided that it would be fun to go through a nearby, well-to-do neighborhood, taking pumpkins from front porches and smashing them on the sidewalk. They reasoned that if they did this on Halloween, they would not be punished. If someone saw them, they probably would not be recognized since they were a few blocks from home and would be wearing Halloween masks. They figured their parents would not suspect anything since they would be out "trick or treating." The conversation took place in the school cafeteria. Beth and Susie overheard the discussion and were concerned about what they had heard. They were afraid that if the boys followed through on their plans they might get hurt or in trouble. Certainly the people in that neighborhood would be upset. Beth and Susie worried about what they had heard for the rest of the day. They did not want anyone to get hurt and they did not want to be considered accessories to a crime. But they also did not want to be labeled as "finks," or tattletales. Should Beth and Susie tell or should they remain silent?

1. Did Beth and Susie have the right to listen to Scott's plans?

2. What obligation do the girls have to other citizens, the police, and the boys?

3. If the boys cause property damage, should the girls be held responsible in any way for what happens?

4. What do you think will happen to the girls if they tell?

5. If you are a homeowner, police officer, or Scott's parents, what do you want the girls to do?

6. Does a person have an obligation to go to the authorities if he or she has knowledge of actions or events which are likely to harm others?

THE LIBRARY BOOK

Patsy Richardson was new at Cedar Springs Middle School. She liked reading. Melissa Robbins, the first girl she met at her new school, also enjoyed reading. The day after they met, the girls agreed to go to the public library after school. Patsy was eager to know where it was and to get a library card. At the library the clerk called Melissa's attention to some new books. Patsy saw a book that she wanted to check out. The clerk gave her an application for a library card, and told her that her mother must sign it before she could get a library card..

"I must have this book," insisted Patsy.

"But you don't have a card," Melissa said.

Patsy replied, "You can check it out for me."

"That's fine," said the clerk. "But Melissa will have to be responsible for the book."

On their way home, the book slipped from Patsy's arm and fell into a puddle of water. It was badly damaged. Several days later when Patsy returned the book to the library, the clerk immediately called Melissa and told her she owed $5 for the damaged book. Melissa called Patsy and ask her to pay for the book. Melissa out pointed that Patsy was the one who had damaged it. Patsy refused, reminding her that the clerk had told her that she would be responsible for the book. Who is responsible?

1. Is it possible to follow a rule and still be wrong?

2. If Patsy fails to pay for the book, how will it affect her relationship with Melissa?

3. If you were the library clerk, what do you think Patsy should do?

4. If you were Patsy's parents, what do you think she should do?

5. If you were Melissa's parents, what do you think she should do?

6. Should Patsy be given a library card?

7. Should anyone ever be held responsible for the actions of someone else?

THE COMPUTER GAME

Jamie and Lewis were on their way home from school when suddenly Lewis remembered that he had promised his mother he would buy some toothpaste at the drugstore.

"Come on, Jamie," Lewis said. "It will only take a few minutes."

As they entered the store, Lewis headed straight for the section where the toothpaste was kept. A big display of miniature video games caught Jamie's attention and he walked in that direction. Lewis looked and looked for the brand of toothpaste his mother wanted. At last he found it. He picked up the tube of toothpaste and went to get Jamie. Jamie was standing at the counter, playing with a game when Lewis found him.

"Come on, Jamie," said Lewis. "Let's go."

"Okay, Lewis," Jamie replied.

Just as they were leaving, Lewis saw Jamie quickly stuff a game into his pocket. "Jamie, did you take that game?"

"No," said Jamie.

"You did," said Lewis. "I know, I saw you. You'd better put it back."

"Yeah, I did," said Jamie, "and it's none of your business. What are you going to do about it?"

"I could tell the people who run the store," said Lewis, "because I don't think people ought to steal things. Please put it back."

"Look, I told you it's none of your business, so just forget about it, will you?" Jamie said angrily.

"I'm warning you, Jamie, if you don't put it back, I'll tell the lady at the cash register."

"You wouldn't dare!" Jamie snapped.

Should Lewis tell the cashier?

1. How will Lewis feel if he does tell? does not tell?

2. Which is more important in this case, telling the cashier or maintaining a good relationship with his friend?

3. What might happen to the relationship between the two boys if Lewis tells?

4. Suppose Lewis does not tell and a store employee or a security guard catches Jamie, should Lewis be punished as well?

5. If Lewis's parents were available to advise him, what do you think they would want him to do?

6. Is it ever right to steal or be tolerant of those who do steal?

LESSON 8-1

TENANT FARMING

CONCEPT: Justice

GOAL 13: The learner will know the political, economic and educational advances of the early 1900's.

OBJECTIVE 13.5: Explain the part agriculture played in the economic growth of North Carolina.

PROCEDURES

A. MOTIVATION

Discuss tenant farming with students by asking them if they know the meaning of the term "tenant farming?" Ask if they know how tenant farmers were paid. Allow a few minutes for students to reflect on and discuss the questions. Tell students they will be discussing several tenant farming arrangements more fully in the next few minutes.

B. DEVELOPMENT

Divide the class into groups and provide group members with Student Handout 1, "The Various Methods of Tenant Farming." Have each group create a chart and list the advantages to the landowner and the tenant of each method listed.

After groups have time to complete the chart, have a class discussion which focuses on the advantages and disadvantages of each arrangement described.

Next ask students to read and discuss Student Handout 2, "The North Carolina Experience." Tell students this is an account of one tenant's farmer describing to a second farmer what can result from having a crop so poor that it will not cover the tenants debts. You may want to define the terms "crop lien" for the class and explain how the payment system worked.

Following the discussion have students read Student Handout 3, "Peanut Plight." Ask them to return to their groups and answer the questions, which follow the reading, collectively. After the groups have answered the questions, discuss the answers with the entire class. Focus the discussion on what is fair and responsible for all parties involved.

MATERIALS (Provided)

Student Handouts 1, 2, 3

C. CULMINATION

Have students write an essay comparing migrant farming practices with the tenant farming system. An alternative is to interview a person with a tenant or migrant farming background and make either an oral or written report on the findings from the interview.

METHODS OF TENANT FARMING

A. The landowner provided the land and a house to the farmer. A local merchant furnished the farmer with seed, fertilizer, and equipment. Each received one-third of the crop. The farmer had to grow a single, valuable crop such as cotton or tobacco.

B. The owner of the land furnished the tenant farmer with land, seed, equipment, and in return, he received half of the cash crops. Under this method the tenant farmer was allowed to grow other crops for support of his family.

C The tenant rented land from the landowner for a fixed amount of money or crops. The tenant supplied his own seed and equipment. The tenant was allowed to grow other crops for support of his family.

D. Under the wage system a farmer and his family worked on a day-to-day basis. If the farmer didn't work, he was not paid.

What were the advantages and disadvantages of each system ?

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ONE NORTH CAROLINA TENANT'S EXPERIENCE

As a matter of course, a tenant, who had given the crop lien, traded extensively and so did the family. They got such things as they severally wanted, all the time feeling highly elated over the fact that they had such good credit.

At the winding up of the year, the the owner of the local general store and the landowner began to collect debts accumulated since the last crops were harvested. The debt was so large he kept on taking. They drew all the cotton and the corn, the wheat and the oats, the shucks, the hay and the fodder, the horses and the mules, the cows, the hogs and the poultry, the farm utensils and the wagons, the carriage and the buggy; and, not being satisfied with its drawing outside, it drew the household and kitchen furniture, and as the tenant, in sadness explained to his neighbor, it didn't quit drawing until it got the table, the plates and the dishes, the cups and the saucers, the knives and the forks, and when it had gotten everything else, it reached for the dish rag, and wiped up the whole concern, not leaving even a grease spot.

PEANUT PLIGHT

Mr. Williams is a successful landowner. He owns 2,000 acres of land which he uses for growing peanuts. Several sharecropping families live on the land where they plant, grow, and harvest the peanuts. Mr. Williams provides the peanut seeds, well-maintained equipment, the land, and houses for the families. In return, the sharecropping families or tenants must harvest the peanut crop at the critical time and give half the money from the sale of the peanut crop to Mr. Williams.

During the winter Mr. Williams is diagnosed as having tuberculosis and the medical bills begin to mount. He is not able to pay for his own expenses nor maintain his farm equipment which includes several peanut combines. During the harvesting, several combines break down and half the crop is not harvested in time.

KEY POINTS

A peanut combine strips the nuts from the plants and puts the picked pods into a large bin for collecting and drying.

The time for harvesting peanuts is very critical. If peanuts are harvested too early the pods may not be ripe. If the peanuts are harvested too late, the pegs (stems) may break away for the rest of the plant and the pods will be left in the soil.

1. Should Mr. Williams make the tenants divide half their crops with him if he is not able to maintain the equipment?

2. The tenants houses need repair. Should Mr. Williams take a part of his profit to repair the tenants' houses?

3. If one of the tenants is injured because of poorly maintained equipment, who should pay the medical bills?

4. If Mr. Williams becomes totally disabled, should his family help pay for any injuries and house repairs needed by the tenants?

5. If the price of seeds goes up, who should pay the additional costs?

LESSON 8-2

IS IT FAIR UNDER ANY CIRCUMSTANCES?

CONCEPT: Justice

SKILL GOAL 1: The learner will identify and define problems and suggest ways of solving them.

OBJECTIVE 1.3: Identify value conflicts inherent in a problem.

PROCEDURES

A. MOTIVATION

Have students read Student Handout 4. Briefly discuss the treatment of young Mr. Simmons. Ask the students to express opinions on the fairness of his treatment.

B. DEVELOPMENT

Divide the class into small groups and provide each student with the cases in Student Handout 5. Tell students that these were laws governing the treatment of slaves in North Carolina. Have students use the questions for evaluating laws rules and policies, found in Handout 1 on page 7 of the introduction, to analyze laws pertaining to slaves. You may want to assign different laws to different groups or, if time permits, allow each group to examine several of the laws. After students have answered the questions in their small groups, discuss the responses with the entire group.

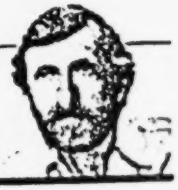
Next pass out Student Handout 6, "T' for Thief." After students have read the description of what happened to Thomas, lead a class discussion based on the questions in the handout or others you consider appropriate.

MATERIALS: (Provided)
Student Handouts 4, 5, 6, 7
Handout 1 from the introduction

C. CULMINATION

Have students analyze Student Handout 7, "Rules of Stokes County Academy, 1848." Focus on the issue of fairness both then and now. Discuss the students' perception of what is fair and how fairness may be viewed differently at different times in history. You may also want to raise the question of whether there is ever complete agreement on what is fair.

Man's ultimate devotion cost him his life and honor



Dennis Rogers

NEW BERN — They said he was a criminal. So his comrades shot him and buried him in an unmarked grave.

Before they shot him they humiliated him.

He was James Simmons, a farm boy from Rhode Island who so wanted to fight for his country that he lied about his age to join the Army.

Eighteen months later, as dawn broke over Eastern North Carolina, and with thousands watching, a firing squad of men with whom he had fought in three battles blew him away.

His crime?

He wanted to see his dying mother one last time.

Simmons was but 17 when he joined Company C, 5th Rhode Island Regiment, to fight in the Civil War. His unit was sent to fight Confederates in Eastern North Carolina.

Simmons was there when Ambrose E. Burnside's forces invaded Roanoke Island. He was there when Fort Macon fell to Union troops. And he was there when Confederate troops launched a counterattack against New Bern.

By all accounts, Simmons was a loyal if undistinguished soldier. His record was clean. He had gone where the Army had told him to go and done what it had asked.

But 1864 was a tense time for Union forces in Eastern North Carolina. They were, in effect, behind enemy lines. Lee was to the north in Virginia, and the rest of the South was still solidly in Rebel hands. Union troops in Eastern North Carolina were not fighting major battles, but their backs were to the sea, and Rebels kept up steady pressure.

Discipline was becoming a serious problem in the Union ranks. Like occupying forces in any war, some of the Union soldiers mistreated the local civilians. Reports of thefts and assaults were high. The men were tired of the war, and many of them deserted.

It was in the late spring of 1864 that Pvt. James Simmons received a letter from his mother. She was dying. She asked her son to come home so she could see him one last time.

Simmons asked for a furlough. Others, particularly officers, had gotten furloughs while the unit was in North Carolina, and Simmons thought he deserved one.

His request was turned down. The Union commander had canceled all furloughs, saying the nearness of Rebel forces and the lack of reinforcements meant every man had to remain at his post.

The commander issued another order: Because of a breakdown in discipline, all infractions of his orders would be punished to the limit of the law.

Simmons then made the mistake that would cost him his life. He slipped into an empty coal ship named the Dudley Buck that was bound for Baltimore. The ship sailed, and Simmons was found aboard and immediately returned to New Bern for court-martial.

His trial was brief. Along with five other deserters, he was sentenced to death.

Perhaps the other five deserved their fate. Some of them had deserted many times. Some of them were bounty jumpers, men who enlisted to collect a bonus and then deserted one unit to join another to collect another bonus. All six were to be executed as an example to the rest of the troops.

At 4 a.m. Sunday, Aug. 14, 1864, a macabre parade came down New Bern's Craven Street. It was headed by the provost marshal and a band playing a funeral march. Next came the commanding general and his staff, all in dress uniform.

Each of the six condemned men rode in a separate wagon, sitting manacled on a coffin. Each man was accompanied by a drum corps beating out a dirge in the predawn darkness. Each man also was accompanied by a squad of mounted cavalry and a platoon of infantry.

Some of the men wept as they rode in this parody of a parade.

They arrived at Fort Totten in New Bern and were greeted by every soldier who was not sick or on duty that grim Sunday morning. The troops had formed in a square with one side open. On that side were six graves.

The condemned men were taken from their wagons and marched around the entire square, each of them following his coffin, which was carried by four soldiers.

The coffins were placed on the ground before the open graves. The men were ordered to sit on the coffins facing the troops.

A sergeant came to each man and ripped open his shirt and, using a piece of charcoal, placed a large X over each man's heart. The men were then blindfolded.

A company of soldiers from the 17th Massachusetts Regiment stood before them, each man armed with a rifle. Half of the rifles were loaded with blanks. No one knew which was which.

At the moment that the first rays of the morning sun fell on the scene, the order to fire was given.

Three of the six men fell backward dead, but the other three were only wounded. Another order to fire was given, and two more died. One man was left alive, writhing on the ground in pain. A major named Lawson killed the last condemned man by placing the barrel of his own gun against his chest and pulling the trigger.

The graves were filled and left unmarked.

Today there is a baseball field where Fort Totten once stood. Come the spring, other boys will stand on that field of dishonor while beneath their spikes rest the bones of a sad young man who just wanted to go home and see his mother.

My thanks to Bill Pohoresky, a friend from Newport, who told me the story. Bill, an Eastern North Carolina historian, is writing a book on Simmons to be called "A Day to Die."

LAWS FROM NORTH CAROLINA HISTORY

1. Slaves charged with murder.

Whereupon the Court doth pass this Sentence ... that a Negro ...slave convicted of murder... be taken out and tied to a Steak on the Court House Lott and there burned to Death and to Ashes and his ashes strewed upon the Ground.

(Manuscript Records of Duplin County Court, March 15, 1787.)

2. Slaves giving false testimony.

. . . be found to have given a false testimony, every and such offender shall, without further trial, be ordered by the said court, to have one ear nailed to the pillory, and there stand for a space of one hour, and the said ear to be cut off, and thereafter the other ear nailed in like manner, and cut off, at the expiration of one other hour; and moreover, to order every such offender thirty-nine lashes, well laid on, on his or her bare back, at the common shipping-post. . . .

(Henry Potter, comp., Laws of the State of North Carolina, 2 vols. (Raleigh: J. Gales, 1821), 1:152, 159, 162-63, 164, 165, 166, 167.)

3. Persons teaching slaves to read and write.

Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same, that any free person who shall hereafter teach or attempt to teach any slave within this State to read or write, the use of figures excepted, shall be liable to indictment in any court of record in the State having jurisdiction thereof, and upon conviction shall at the discretion of the court if a white man or woman be fined not less than one hundred dollars nor more than two hundred dollars or imprisoned and if a free person of colour shall be shipped at the discretion of the court not exceeding thirty nine lashes nor less than twenty lashes.

(Legislative Papers, 1830-31 Session of the General Assembly, North Carolina Archives, Raleigh.)

"T" FOR "THIEF"

Thomas, a cadet in a military school, is caught stealing items out of another cadet's dormitory room. His punishment by the discipline board is to tolerate the ridicule of the other boys as he wears a "T" for "thief" on his uniform.

1. What was the crime? How serious was it?

2. What was the punishment?

3. Was Thomas treated fairly?

4. Do you think most parents would approve of this punishment?

5. What punishment would you give Thomas?

6. Does the punishment fit the crime?

RULES OF STOKES COUNTY ACADEMY, 1848

	Violation	Lashes
1.	Boys and girls playing together	4
2.	Quarreling	4
3.	Fighting	5
4.	Fighting at school	5
5.	Quarreling at school	3
6.	Gambling or betting at school	4
7.	Playing cards at school	10
8.	Climbing for every foot over three feet up a tree	1
9.	Telling lies	7
10.	Telling tales out of school	8
11.	Nicknaming each other	4
12.	Giving each other ill names	3
13.	Fighting each other in time of books	2
14.	Swearing at school	8
15.	Blackguarding each other	6
16.	Misbehaving to girls	10
17.	Leaving school without leave of the teacher	4
18.	Going home with each other without leave of the teacher	4
19.	Drinking spirituous liquors at school	8
20.	Making swings & swinging on them	7
21.	Misbehaving when a stranger is in the house	6
22.	Wearing long fingernails	2
23.	Not making a bow when a stranger comes in or goes out	3
24.	Misbehaving to persons on the road	4
25.	Not making a bow when you meet a person	4
26.	Boys going to girl's play places	3
27.	Girls going to boy's play places	2
28.	Coming to school with dirty face and hands	2
29.	Calling each other liars	4
30.	Playing bandy	10
31.	Blotting your copy book	2
32.	Not making a bow when going out to go home or when you come away	4
33.	Wrestling at school	4
34.	Scuffling at school	4
35.	Not making a bow when going out to go home	2
36.	Wetting each other washing at play time	2
37.	Hollering & whooping going home	3
38.	Delaying time going home or coming to school	4

LESSON 8-3

A MODERN DAY ROBIN HOOD

CONCEPT: Responsibility

GOAL 10: The learner will know how the Civil War and Reconstruction affected the development of North Carolina.

OBJECTIVE 10.6 Identify and analyze similarities and differences between presidential and congressional plans for reconstructing the Union, and asses their impact on North Carolina.

PROCEDURES

A. MOTIVATION

Ask a student to briefly tell the story of Robin Hood. Tell students that they will learn about a Lumbee Indian who became a Robin Hood for his people. Ask students to think about why someone who is in conflict with the law and legal authorities may be viewed as a folk hero.

B. DEVELOPMENT

Review the historical period in which Henry Lowry lived. Be sure students understand the social and economic difficulties which existed during this period in the history of North Carolina.

Help students develop a general definition of responsible behavior. Ask what might motivate people to feel they have an obligation or duty to do a particular thing or not to do a particular thing.

Give a brief description of daily life for a typical poor person living in a rural area following the Civil War. Point out that the government is asking for taxes; the poor have no money and little food.

Some poor people got relief because they received food stolen by the Lowry Gang. Ask students:
How do you think this made them feel?
How did many poor people respond to Henry Lowry?
Were they acting irresponsibly?
To whom were Henry Berry Lowry and the Lowry Gang responsible?
What were their obligations and responsibilities to their people, their families, and the government?

Following the discussion, have students write an essay: on "Were the actions of Henry Berry Lowry and the Lowry Gang justifiable under the circumstances."

C. CULMINATION

Have students volunteer to read their essays for the class. Display writings on the bulletin board or in a notebook.

COMPULSORY SCHOOLING

CONCEPT: Authority

GOAL 13: The learner will know the political, economic and educational advances of the early 1900's.

OBJECTIVE 13.8: Describe significant intellectual activities and the growth of public education.

PROCEDURES

A. MOTIVATION

Ask students: Should the state have the authority to require young people to attend school ? Should the government be allowed to require everyone to support schools by paying taxes?

B. DEVELOPMENT

Have students read the background information in Student Handout 8 "Compulsory Schooling." After students complete the reading or in some other way understand the key points, discuss the following questions with them.

1. If only a select few were allowed to go to school, how do you feel it would affect future generations? How would it affect you now?

2. Do you think the government has the right or the responsibility to educate its citizens? Does the state have the right to make this education mandatory? Why or why not?

3. What benefits do you think we gain as a state/nation from the government requiring school attendance until a certain age? What age do you think would best serve the interests of the majority of people?

4. What benefits, if any, do you see in a plan that would require a testing program for all students at age 12 to determine if they would be allowed to continue free public education?

MATERIALS: (Provided)
Student Handout 8

C. CULMINATION

Tell students: "Our present system of education, including compulsory education, is the result of people wanting to pass their culture from generation to generation without having to start over each time, repeating past mistakes. Culture depends on continuity to survive and schools provide this continuity."

Ask students to suggest changes which would make schooling more efficient or effective.

COMPULSORY SCHOOLING

Throughout history, laws have traditionally been different for adults and young people. They usually differ because society has felt that children must be protected from themselves and others until they are physically, mentally, socially, or emotionally mature. Although different people mature in these areas at different times, the law has to set an age which applies to everyone regardless of level of development. One such example is that everyone must wait until their sixteenth birthday before receiving a North Carolina driver's license regardless of their driving skills.

People under the age of 18 are considered juveniles. A juvenile under the age of 16 in North Carolina who is unlawfully absent from school can be classified as an undisciplined juvenile and may be referred to a court of law.

In North Carolina, students under the age of 16 are expected to be at school and on time everyday. Article 26 of the Public School Laws, states the principal must notify the parents, guardian or custodian of a child's excessive number of absences. The parent may be prosecuted if these absences can not be justified under local school board rules. The student may be turned over to the juvenile court authorities.

The justification for compulsory school attendance laws is that we as a people, view our school system as a vehicle for passing what past generations have learned along to the next.

This idea is rooted in the history of the world, nation, and state. Early civilizations, such as those in the ancient Middle East, realized the need to pass knowledge and skills on to future generations. Because of this realization, much time and a great deal of resources have been used to create new knowledge and then pass it on to others. This effort has resulted in the development of many advances in science, technology and other fields of knowledge.

As societies around the world became more complex, it became apparent that education beyond that which was concerned with meeting daily needs was necessary. Formal schooling provided the most efficient means of transmitting what was learned by previous generations to the next. Formal education allows a child to learn more quickly than he or she could by only watching and imitating others. Education in very early times usually began when a child was taught how to be a good member of his family or village. Children learned by doing and mimicking what they saw others do. This was relatively easy since the amount of knowledge to be learned was very limited. Religion usually was the most complex subject.

Colonial Americans did not consider education to be the responsibility of the government. Various churches took control of formal education in the colonies. However, as the colonies grew, Americans that if they were to control their own destiny, they would have to make education a responsibility of the state. This was particularly true as trade between and among the colonies and with other countries increased. Colonist felt it was necessary for government to be involved in education if citizens were to compete with people from other countries. The United States was slow in developing a public school system initially. Many citizens felt public schools would mean an added tax burden for everyone if free education for all the children was provided by the government.

The Land Ordinance of 1785 and the Northwest Ordinance of 1787, show that he federal government of the United States was aware of the need to support schools early in its' history . These laws set aside part of the newly formed territories for educational purposes. Also, under the general welfare clause of our Constitution, the federal government requires all new states to provide for public education. A great many Supreme Court decisions have ruled that this type of federal intervention is constitutional.

An important principle of American government is belief that all citizens of the United States should have a fair chance to succeed in life. This principle is the reason for the establishment of the free, tax-supported school system found in the United States. This is why all states have laws which require students to attend school for a certain number of years.

ROBERT E. LEE'S DILEMMA

CONCEPT: Responsibility

GOAL 10: The learner will know how the Civil War and Reconstruction affected the development of North Carolina.

PROCEDURES

A. MOTIVATION

Discuss the following situation with the class: A student is on the basketball team and in the chorus. The team and the chorus both have to perform at the same time. Should the student go to the basketball game or the performance of the chorus? What would be a responsible decision by the student? What things should the student consider in making a responsible decision? What effect will the decision have on other people? What effect will the decision have on the decision-maker?

B. DEVELOPMENT

Give students Student Handout 9, "Robert E. Lee's Dilemma." Be sure to tell the class that Lee was an officer in the United States Army at the time that South Carolina seceded from the Union. Many government leaders were considering asking him to command the Union Army should war begin. Have students read the handout and then discuss his decision, using the following questions or others you prefer. Focus the discussion on the difficult choices one must make in times of civil conflict. You may want to refer to situations analogous to Robert E. Lee's.

1. What factors do you think Lee considered before siding with the Confederacy?
2. Did he seem to be interested in doing what was easiest or best for him?
3. Was it easy for Lee to decide where his greatest responsibility lay?
4. What rewards or punishments did General Lee receive?

Ask students if North Carolina's decision to leave the Union was similar to Lee's decision? Have students research the following questions:

1. What factors did North Carolina consider before siding with the Confederacy?
2. Did North Carolina try to do what was easiest or best for the state?
3. Was it easy for North Carolina to see where its greatest responsibility lay?
4. What rewards or punishments did North Carolina receive?
5. How might our history have been changed if we had stayed in the Union?

MATERIALS: (Provided)
Student Handout 9
(Needed) Textbooks and other reference materials on North Carolina's involvement in the Civil War.

C. CULMINATION

Have students write a one-page essay answering one of the following questions:

1. How were Lee's decision and North Carolina's decision similar?
2. How might Lee's life have been different if he had remained in the United States Army?
3. How might North Carolina's history have been different if it had remained in the Union?
4. Write about a situation you have been involved in which you had conflicting responsibilities. What factors entered into your decision about meeting these responsibilities?

ROBERT E. LEE'S DILEMMA

By late 1860, people were asking Colonel Lee, "What are you going to do?" "Where do you stand?" Colonel Lee felt that he owed loyalty to both his native state, Virginia, and to the United States. In a letter to his son Curtis he said, "I wish to do what is right; I am unwilling to do what is wrong, either at the bidding of the South or of the North."

In a later letter to his cousin Markie, he wrote: "God save us from our folly, selfishness, and shortsightedness. What will be the result I cannot conjecture. I only see that a fearful calamity is upon us, and fear that the country will have to pass through for its sins a fiery ordeal. I am unable to realize that our people will destroy a government inaugurated by the blood and wisdom of our patriot fathers, that has given us peace and prosperity at home, power and security abroad."

In a later sentence he added, "I wish to live under no other government, and there is no sacrifice I am not ready to make for the preservation of the Union save that of honor. If a disruption takes place, I shall go back to my native state, and except in Virginia's defense there will be one soldier less in the world than now."

Thus Lee made his decision. If Virginia withdrew from the Union then he would go with his native state. He felt that he could do nothing less. He felt that it would be dishonorable not to support Virginia.

LESSON 8-6

THE STRUGGLE FOR EQUAL RIGHTS

CONCEPT: Justice

GOAL 15: The learner will know that the years since 1945 have been a time of great social, economic, and political change.

OBJECTIVE 15.1: Describe the various ways that social change has affected the lives of individuals and groups living in North Carolina.

PROCEDURES

A. MOTIVATION

Make the following statement: "Civil Rights are something all people have in the United States, yet blacks in North Carolina have had to struggle to get the rights given them by the United States Constitution."

Brainstorm reasons that the following statement is true: "To maintain individual freedoms in a country such as the United States, everyone's rights must be protected."

B. DEVELOPMENT

Have students use suitable references such as dictionaries, textbooks and other resources to write definitions of each of the following terms: *segregation, desegregation, civil rights, and discrimination.*

Show the filmstrip "The Black Struggle in North Carolina." Discuss examples of racial discrimination such as water fountains labeled "White" or "Colored," restaurants labeled "no blacks allowed," and restrooms labeled "white only."

Show pictures, read accounts, or tell students about the sit-ins of the 1960's. If time permits, you may want to have students do research using newspapers and magazines from the period to learn about the issues which motivated the protesters and the attitudes of the police and other public officials toward the protests.

Divide the class into five groups, providing each with the questions found in Student Handout 10. Have students record their answers on a large sheet of paper. Each group will discuss, evaluate, and record possible answers to be presented to the class for further discussion or evaluation.

MATERIALS: (Provided)
Student Handout 10
(Needed)
"The Black Struggle in North Carolina" filmstrip from: State and Local History in Public Schools; produced by the Department of History, Appalachian State University; the Division of Social Studies, Department of Public Instruction; and Tar Heel Junior Historian Association, North Carolina Museum of History.
Resource materials on the sit-ins of the 1960's

C. CULMINATION

Have students talk with people who were living when segregationist policies existed in North Carolina. Have them write essays describing the feelings and emotions revealed in the conversations. Ask students to reflect on the following question: Have the goals of the protests of the 1960's been fully realized?

ANALYSIS QUESTIONS ON SIT-INS AND OTHER FORMS OF PROTEST

1. What wrongs or injuries caused North Carolinians to protest existing laws and policies which allowed racial segregation in North Carolina.

2. What were the harmful effects of sit-ins?

3. What were the beneficial effects of the sit-ins and other protests used during the 1960's?

4. Do any forms of racial discrimination exist today?

5. Would similar actions bring about needed changes in the 1980's?

CHILD LABOR

CONCEPT: Justice

GOAL 12: The learner will know that the turn of the century was a time of great social, political, and economic change and a time unrest in North Carolina.

OBJECTIVE 12.3: Evaluate the importance and efforts of labor unions in North Carolina.

PROCEDURES

A. MOTIVATION

Show a picture depicting an 11-13-year-old child at work in a textile factory. Ask how do you think your life would change if you were to change places with the child in the picture? Discuss the answer to this question with the class.

B. DEVELOPMENT

Show the filmstrip entitled "From Field Hands to Mill Hands". After the filmstrip, ask a few comprehension questions to determine if students understand the major points in the filmstrip.

Divide the students into small groups. Have them analyze the case described in Student Handout 11 and identify specific wrongs committed against children who were working in textile mills in 1913. Provide each student with a copy of Handout 6 from page 14 of the introduction to guide their discussions of the case. After students have time to analyze the case, bring them back together and discuss the results of the analysis with the entire group.

Direct members of each small group to assume the role of one of the following interest groups regarding child labor: mill owners, parents, employees, preachers, teachers, doctors, and so on. Ask one group to become a legislative committee. Give students a few minutes to formulate arguments defending the position of the assigned group. One person in each group should be designated as the spokesperson for the group. The legislative group should spend their time formulating questions to ask as a follow-up to each group's presentation. One person in this group should be designated as committee chair. This person will appoint a timekeeper and will preside over the hearing.

Arrange the room so that the legislative committee is seated at the front facing the rest of the class. Let each advocacy group have one or two minutes to present its point of view regarding child labor to the committee. The legislative committee may ask questions for clarification and to elicit more arguments for the point of view presented. Questions should be encouraged but limited, so the hearing will not get bogged down. After each advocacy group has been heard the legislative committee should recommend guidelines for dealing with this problem. The guideline should be solutions that can be put into law to correct problems or to protect any interest that may be in jeopardy. The guidelines developed by the committee may be analyzed using the questions in Handout 1 on page 7 of the introduction.

MATERIALS: (Provided)
Student Handout 11
(Needed)
Filmstrip "From Field Hand to Mill Hand" produced by the Department of History, Appalachian State University; the Division of Social Studies Department of Public Instruction; and Tar Heel Junior Historian Association, North Carolina Museum of History.
Tar Heel Junior Historian, "Life and Labor in a Textile Mill Village", pp. 32-34.

C. CULMINATION:
Ask students to compare their typical week with that of a 14-year-old mill worker of 1900.

A Long Day

Fay B. Allen was an eleven-year-old mill worker in 1913. He stopped his formal education after the third grade. Instead he went to work at the Shelby Textile Mill where his parents were employed. A normal day for Fay was filled with various activities.

Each morning he rose at 5:00 a.m. and dressed by the warmth of the fire in the fireplace. Then, although tired from the labor of the previous day, he lit a kerosene lantern and trudged outside to chop and bring in firewood. He also gathered eggs and fed the chickens.

After the morning chores were completed, he and the other men, women, and children walked the few dusty blocks from their row houses to the cotton mill where they worked. Fay worked in the weaving room as a filler for a daily wage of twenty-six cents.

The Weaving Room, as in was other parts of the mill, was a hot, noisy room where the humidity was high. Fay's clothes became damp and clinging to his skin shortly after he began his work. The lint from the cotton filled the air and settled on his hair, clothes, and in his lungs. In this room he moved, stretched, pulled, and bent over his machines for twelve hours each day.

Fay's working day ended at 6:00 p.m. Then he walked home with other mill employees exhausted from the day's work. Since his house had no electricity or running water, he drew water from the family well for his mother to use while cooking. He also used the water to wash the soil, sweat, and lint from his body. Showers were reserved for Saturday nights and were taken in the public facility provided by the mill.

After he ate his supper and helped with his younger brother and sister, Fay crawled into bed and fell asleep, dreaming of Sunday. Sunday was his favorite day, because after church services the afternoon was spent running and playing with the other boys in the mill village. It was, his only day to be a child.

1. What demands are placed on Fay by his employers and family members?
2. How is he being cared for by his family and employers?
3. How do you think working in the mill affected Fay's physical health?
4. What possible effects could Fay's work have on his mental health?
5. How might Fay's feelings of self-worth be affected by his dropping out of school before the fourth grade?
6. How will Fay's limited education influence his future career choices?
7. What rules should be written to protect Fay B. and other children like him? How would they change his life for the better?

PRIVACY IN COLONIAL HOMES

Concept: Justice

GOAL 6: The learner will know causes and effects, major events, and major personalities of North Carolina in the Revolutionary War.

OBJECTIVE 6.1: State the major reasons for the Revolution.
OBJECTIVE 6.1.1: Given a list of reasons for the Revolution, distinguish immediate and long-term causes.

PROCEDURES

A. MOTIVATION

Tell the class that you, the teacher, are having a difficult time determining which students are doing their class assignments in an honest fashion. You suspect that someone unknown to you is cheating. Announce to the class that a student has been chosen by you to serve as an agent to gather "helpful information." This agent will be empowered by a Writ of Assistance to search for any evidence of cheating, incomplete assignments or any other infractions which may seem inappropriate at the time. The student selected should conduct a few simulated searches.

B. DEVELOPMENT

Discuss student reactions to the simulated search asking whether such an approach would be fair, effective or legal under our present constitution. What would be some advantages and disadvantages to such an arbitrary approach to solving a serious public problem. Record student responses on chart paper or the chalkboard for later use.

Define writs of assistance as unlimited search warrants which were permitted during colonial times. As tensions mounted between colonial leaders and the British Parliament over taxation and trade policies, writs of assistance became an important tool to end smuggling and privateering.

Provide the following background information:

The Navigation Acts were laws which said that American colonist could only trade with England and could ship goods only on English ships. Due to these laws, many goods were smuggled into America, so Writs of Assistance were used to stop smuggling in the colonies. Each writ was in reality a blank search warrant. By simply filling in a name in the blank, each holder had the power to search a ship, warehouse or home for smuggled goods.

When the writs appeared in Massachusetts, James Otis, a young British Official went into a court of law and argued against their use. He said: "One of the most essential branches of English liberty is the freedom of one's house. A man's house is his castle; and whilst he is quiet, he is as well guarded as a prince in his castle. This writ . . . . would totally destroy such security."

His argument raised the question: Was it fair to make Americans obey laws which they had no part in making? This issue became one of many points of dispute which led to the American Colonies to declare their independence from Great Britain.

Have students read and discuss Student Handout 12 "Justice for Mr. Adams " Record student responses to question 4.

Introduce the concept of "due process" as it relates to modern day searches and have students read Student Handout 13 "Fourth Amendment to the United States Constitution." Ask how the duties of Mr. West and the rights of Mr. Adams would change under this amendment.

Explain that under current search and seizure practices police officers must obtain a warrant from a judge to search and seize private property . Police officers may, however, conduct a legal search and seizure without a warrant in incidents involving each of the following:

S- Stop and Frisk when there is reasonable suspicion
E- Emergencies
A-Arrests, abandoned property, airline or border searches
R- Right-in-plain-view
C- Cars with consent
H- Hot Pursuit when a crime has been committed

Invite a police officer to class to answer student questions about search and seizure procedures which may arise from the discussion of the Adam's case and current issues.

C. CULMINATION

1. Have students write a paper comparing the methods for gathering criminal evidence permitted by the 4th Amendment to the United States Constitution and the colonial writs of assistance.

2. Have students assume the role of a colonial or British lawyer to write a brief justification or condemnation of the search and seizure procedures allowed by writs of assistance.

JUSTICE FOR MR. ADAMS

Jerry Adams, a merchant, has been smuggling fur hats from France and storing them in his warehouse. He is definitely violating the Navigation Acts recently passed by the British Parliament.

Mr. West, a Wilmington Port Agent, has heard rumors that fur hats are being smuggled into Wilmington from France. He suspects that many merchants such as Mr. Adams are involved, so, he posts agents in front of stores in Wilmington and on the waterfront where ships are docked to observe the movements of merchants.

Several weeks pass, Mr. West along with British soldiers arrive at the home of Jerry Adams with a writ of assistance . They have come to search his home, warehouse and other property.

QUESTIONS:

1. Does Mr. West have the legal authority to conduct this search? What is the source of this authority?

2. Mr. Adams is guilty of smuggling. Does his guilt justify the use of a writ of assistance? What if he had been innocent?

3. Do you think that this is a fair way to gather evidence against Mr. Adams? Why or why not?

4. How would you change the writs of assistance to assure fairness in gathering evidence related to suspected crimes?

Would justice for Mr. Adams be handled differently under our present constitutional government? Re-examine the case of Mr. Adams using the legal standard contained in the Fourth Amendment to the United States Constitution.

FOURTH AMENDMENT TO THE UNITED STATES CONSTITUTION

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated: and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

REVIEW QUESTIONS

1. Would Mr. West have the right to search Mr. Adam's property?

2. What procedures would Mr. West have to follow in order to conduct a search of Mr. West's property?

3. If Mr. West entered the Adam's property with a warrant looking for smuggled fur hats in his storeroom and also found illegal rum also, could it be seized under this warrant?

4. If Mr. West entered areas not specified in the search warrant and found smuggled trade items, would he be able seize them?

5. How did the colonial experience with writs of assistance influence the development of our Constitution and Bill of Rights?

TREATMENT OF MILL EMPLOYEES

CONCEPT: Justice/Responsibility

GOAL 11: The learner will know major late nineteenth-century economics, social and political developments in North Carolina.

OBJECTIVE 11.3: Assess the impact of industrialization and rapid population growth in late nineteenth-century North Carolina.

PROCEDURES

A. MOTIVATION

Have students imagine that they are members of a farm family in the 1890's . Tell the following story:

From sunrise to sunset you work with your parents to satisfy your basic needs for food, clothing and shelter, but you are not able to to produce enough cash crops to provide any income beyond this most basic level. Each year your parents borrow more money to keep the farm going and go deeper into debt. Finally, your parents decide to give up the farm and go to work in a local textile mill. You will be guaranteed a steady income, but your lifestyle will change drastically.

Raise questions such as the following:

1. What new jobs/chores would you and the other members of your family now assume?

2. How would these changes affect your responsibilities toward each other? Toward co-workers?, Toward employers?

3. In what ways might your living conditions improve? Worsen?

B DEVELOPMENT

After students consider these questions, provide the following background information about cotton mills, mill hands and changes in the textile industry:

In the late 1800's textile mills were expanding rapidly. As a result many families who were unable to meet their debts, left the farm to work at these mills. These independent people in effect gave up their freedom for "public work" or steady wages, a company store and mill housing. A system of paternalism arose because of the services that the mill workers needed could only be provided by the owner, who had the money to provide them. Among these services one would often find a company doctor, schools and churches.

The workers worked from six to six-and-a-half days a week for ten to twelve hours a day. Often two to three people per family worked for the mill. Children as young as eight or nine worked at least part time. Teenagers were expected to work full time.

Wages depended upon how long the worker had been at the job as well as how old he/she was. Low wages and long hours caused much unrest, but the mill owners were able to exert their personal power to maintain control.

Discuss paternalism and the control of the mills and mill villages by the owners. Have students analyze the Case of Billie Joe to determine the degree to which paternalism often impacted on the individual mill worker.

MATERIALS: (Provided)
Student Handout 14

CULMINATION

Have students write an essay explaining the effects of paternalism on the lives of mill workers and mill owners.

Have students assume the role of mill owners or mill workers to complete diary entries describing the impact of paternalism on their lives.

THE CASE OF BILLIE JOE

Billie Joe, age sixteen, applied for a job at the mill where his father had worked for thirty-two years. He was turned down. In need of a job, he went to a neighboring mill village and was hired.

At his new job, he joined the mill baseball team as a second baseman. He was an outstanding player. The local teams played every Saturday afternoon. In time, Billie Joe's team played against his fathers - and won.

The following Monday, Billie Joe's father was called into the owners office and fired. The reason given for the firing was that Billie Joe was on the wrong team.

1. Was the mill owner justified the firing of Billie Joe's father?

2. What does the mill owner's actions tell us about his feelings?

3. Which seemed more important to the owner, the honor of the mill, or his worker's security? Give reasons to support your answer.

4. Based on what happened to Billie Joe's father, what conclusions can we reach as to:
   a. The rights of mill owners.
   b. The rights of workers.
   c. The reward/punishment system that existed in the mills.
   d. The effectiveness of this system of control.

LESSON 8-9

CHOOSING A UNITED STATES SENATOR

CONCEPT: Authority/Responsibility

GOAL 15 : The learner will know that the years since 1945 have been a time of great social, economic and political change.

OBJECTIVE 15.4: Evaluate a list of major political changes and events in the past forty years.

PROCEDURES

A. MOTIVATION

Read the following paragraph to students:

A few years ago two students, James and Sally, were running for student council president. James's speech was an honest and straight-forward discussion of his views on various issues. Sally's speech portrayed James as a poor student and two-faced friend. She won the election. Several days after the election, the students discovered that Sally was lying. Sally had made incorrect statements about James and made promises she could not keep. James was not a poor student, nor was he a two-faced friend. Sally could not exercise enough influence to change the school schedule as she had promised.

Ask the class the following questions:

1. How would you feel if you had voted for Sally?
2. Was she wrong to misrepresent the truth to gain an advantage in the election? Why ?
3. What do you think is James feeling about the behavior of his election opponent and the students who voted against him?

B. DEVELOPMENT

Place students in small groups. Have each group brainstorm a list of desirable leadership qualities. Bring students back together in a large group and make a compiled list of these qualities on the board.

A listing of potential leadership qualities might include:

integrity
impartiality
ability and willingness to work with other people
reliability
good communication skills
other special requirements the position
specialized knowledge or skills
physical capacity
diligence
intelligence
courage
sensitivity to human needs

Introduce students to the 1950 North Carolina, democratic, senatorial primary campaign between Willis Smith and Frank Porter Graham. Like the race between Sally and James, this race developed into a bitter struggle as the Smith campaign portrayed Graham as one who favored the "mingling of the races." Appeals were made to the white people of North Carolina to wake up and elect Willis Smith who pledged to uphold the traditions of the South.

Display campaign slogans such as the following:

WHITE PEOPLE

WAKE UP

BEFORE IT IS TOO LATE !

YOU MAY NEVER HAVE ANOTHER CHANCE !

DO YOU WANT:

Negroes working beside you, your wife and daughters?
Negroes eating beside you at all public eating places?
Negroes sleeping in the same hotels and rooming houses as you, your wife and daughters?
Negroes going to White schools?
Negroes sitting beside you and your friends at public meetings?

Tell the students that such statements were widely distributed throughout eastern North Carolina by the "Know the Truth Committee" which supported Smith.

In small groups have students analyze these slogans as they answer questions such as the following:

1. How did the Know the Truth Committee want white males to react to these charges?
2. What useful information if any could voters get about the leadership qualities of either Smith or Porter from these slogans?
3. As a voter in the 1950 North Carolina democratic primary, what issues would concern you? What information did these campaign slogans supply? fail to supply?
4. If Smith had not used these slogans, would he have been nominated? Why or why not?

Discuss the impact "dirty tricks" or "mudslinging" as campaign tactics can have on the outcome of any election. Ask students whether such strategies are ever justifiable? Why or why not?

C. CULMINATION

Prepare a campaign speech or poster for a current or past candidate for political office. As students develop their ideas, have them consider the duties of that office and appropriate leadership qualities.

CONCEPT: Responsibility

LESSON 8-10

BUILDING TARHEEL HIGHWAYS

CONCEPT: Authority/Justice

GOAL 15: The Learner will know that the years since 1945 have been a time of great social, economic and political change

OBJECTIVE 15.1: Describe the various ways that social change has impacted on the lives of individuals and groups living in North Carolina.

PROCEDURES

A. MOTIVATION

Ask students to imagine how their lives would be different without modern highways. Brainstorm a list of advantages and disadvantages of our present highway system.

B. DEVELOPMENT

Refer to the advantages and disadvantages generated in the brainstorming session, to help students understand the relationship between economic growth and the development of a well-planned highway system.

Have students read appropriate selections from their textbooks on the development of North Carolina's road system and conditions that existed before modern roads were built or provide this information in some more efficient way.

Ask the class to consider what happens when the state's desire to expand its highway system conflicts with the wishes of individuals who want to retain ownership and use of their private property. Divide the class into groups to consider the "Case of the Jones Place" in Student Handout 16 to determine whether the state of North Carolina should force Mr. Jones to sell or vacate his property.

As each group reports, record and compare their arguments. Ask the class to develop a policy statement regarding fair ways a government can exercise its power of eminent domain.

C. CULMINATION

Have students research a current local, state or national situation where a governmental agency might have to exercise its power of eminent domain to solve the problem for the public good.

THE JONES HOME PLACE

Mr. Jones has a house located 100 yards from a major highway. The state of North Carolina has conducted a study and determined the interchange should be expanded an additional 500 yards on each side near Mr. Jone's house. The expansion is necessary because the study shows that an expanded interchange will reduce accidents.

The State has offered to purchase Mr Jone's property including the house for its fair market value. The state has also offered to move the house to a new location on a comparably-priced piece of land purchased by the state. Mr. Jones has refused both options. He is 66 years old and has lived here all of his life. The land and house have been in his family for three generations. Mr. Jones wants the property to pass on to his children. He refuses to move.

What should the State Highway Department do?

QUESTIONS:

1. Can the State of North Carolina legally force Mr. Jones to to vacate and sell his property?

2. Has the State been fair to Mr. Jones in this matter?

3. If Mr. Jones continues to resist, will it be fair for the State to forceably evict the Jones family .

4. Would it be fair to Mr. Jones neighbors with similarly valued property, if the State granted the Jones family considerably more money to persuade them to vacate the property?

JOHN WHITE'S DILEMMA

SKILL GOAL 7: The learner will demonstrate growth in self-management skills.

OBJECTIVE 7. 8: Resolve dilemmas.

PROCEDURES

A. MOTIVATION

Relate the following story to your students:

You have been hiking in the Great Smokey Mountains with a friend. Your friend has never been there before but feels comfortable because of your experience. You have run out of supplies and decide to go back for more. You must go alone, since it will not take as long for you to go by yourself. You plan to be gone for two days and have left your friend with enough supplies to last until you get back. You get the supplies and are on schedule but a storm watch is posted for your area and roads are closed by the State, and you cannot get back at the time promised. What should you do?

As students consider alternatives, raise questions such as the following:

1. What is the main problem in this situation?
2. Who are the people involved?
3. Who is responsible for whom?
4. Why can't you get back to your friend?
5. Who is responsible for him now?
6. What are the duties of the two people involved?

B DEVELOPMENT

Provide students with background information on the colonization of Roanoke Island in 1587 by English men, women and children. Emphasize the need for more supplies which forced Governor John White to decide to return to England for aid. Draw upon the discussion of the opening scenario as you describe how Governor White was not allowed to return to Roanoke Island because all English ships were required to to fight the invading Spanish Armada.

Have students answer questions similar to those raised in the opening scenario to determine who if anyone should be held responsible for the fate of the Lost Colony. Careful consideration should be given to such factors as the degree of recklessness, control of choice and conflicting duties/responsibilities which may have influenced the behavior of an individual. For example, Queen Elizabeth faced conflicting responsibilities to protect her realm or spare one ship and crew for John White's relief effort.

C. CULMINATION

Have students write a persuasive letter to Queen Elizabeth I asking for ships relieve the Roanoke Colony. One-half of the students assume the perspective of either John white or a colonial support . The other half of the students write a letter to John White explaining why ships cannot be spared until the Spanish threat has passed.